

Building bridges between university and community: The "Tuning for Good" extension project



<https://doi.org/10.56238/Connexpemultidisdevolpfut-139>

Samanda Bertipalha Amianti

Highest level of education: Specialist
 Academic institution: UTFPR - Federal Technological University of Paraná, Apucarana campus

Patrícia Helena Campestrini Harger

Highest level of education: Doctor
 Academic institution: UTFPR - Federal Technological University of Paraná, Apucarana campus

Rosimeiri Naomi Nagamatsu

Highest level of education: Doctor
 Academic institution: UTFPR - Federal Technological University of Paraná, Apucarana campus

Gisely Andressa Pires

Highest level of education: Doctor
 Academic institution: UTFPR - Federal Technological University of Paraná, Apucarana campus

Josiany Oenning

Highest level of education: Doctor
 Academic institution: UTFPR - Federal Technological University of Paraná, Apucarana campus

Livia Marsari Pereira

Highest level of education: Doctor
 Academic institution: UTFPR - Federal Technological University of Paraná, Apucarana campus

ABSTRACT

"The Sintonia do Bem project" aimed to serve the institutions that welcome adolescents in the city of Apucarana, among them "CEPES" and Casa Lar. To this end, the project acted on two fronts: offering short courses, meeting the demands of the institutions; and packing bags and necessaries. The Sintonia do Bem project is in constant activity, and for its progress the main actors are the servers, administrative technicians and volunteer students. Participate in the project 15 students and 4 servers who donate their time and commitment to these institutions. The workshops are usually taught at the CEPES site and the UTFPR Apucarana van transfers the volunteers in the morning and afternoon. The products developed are made in the laboratories of the Fashion Design Technology course, usually with fabrics that come from donations from local companies.

Keywords: Fashion design, Social entities, Accessories making, Workshops.

1 INTRODUCTION

The Sintonia do Bem project, in partnership with Casa Lar and the Center for the Rescue of Life Hope - CEPES, began in 2021, in order to meet the demand of these institutions, promoting the interaction of the interns of these two institutions and the students of the Federal Technological University of Paraná – Apucarana Campus.

Bags and necessities were developed so that adolescents have a suitable place to transport their belongings when they leave the institution, which they are obliged to leave when they reach the age of



majority. The partnership with CEPES consisted of offering in different workshops, among them: informatics, photography, creativity and information circles on menstrual poverty for adolescent girls between 11 and 16 years old in the school countershift. This article presents the result of the work developed by the students of the Federal Technological University of Paraná Apucarana campus.

2 CHILDCARE, ADOLESCENT AND YOUTH SERVICES

For a better understanding of the objectives proposed in the Sintonia do Bom project, it was necessary to understand what the Child, Adolescent and Youth Reception Services are, so that the volunteer students would better understand the public to which they would work. Thus, it is understood that the Reception Services for Children, Adolescents and Youth are services that welcome children and adolescents in protective measures by judicial determination, due to violation of rights such as abandonment, neglect, violence or the impossibility of care and protection by their family. The objective is to enable, in the shortest possible time, the safe return to family life, primarily in the family of origin and, exceptionally, in a surrogate family through adoption, custody or guardianship. The Family Reception Service is a protective, temporary and exceptional measure, provided for in the Statute of the Child and Adolescent (ECA). The main objectives of the reception services are: to welcome and guarantee full protection; prevent the aggravation of situations of negligence, violence and rupture of bonds; re-establishing family ties; to enable community coexistence; promote access to the social assistance network, to the other organs of the Rights Guarantee System and to other sectoral public policies; strengthen autonomy; promote access to cultural, leisure and sports programs. The service should be focused on the preservation and strengthening of family and community relations of children and adolescents. The service should be offered to a small group and ensure private spaces, for the custody of personal objects and records, related to the life history and development of each child and adolescents. The Institutional Reception for Children and Adolescents can be offered as follows:

- Shelter: Temporary reception with a maximum capacity for 20 children and adolescents per unit. The service should have an aspect similar to that of a residence and be inserted in the community, in residential areas, offering a welcoming environment and institutional conditions for care with standards of dignity. Home-Home: Temporary reception offered in residential units, with a maximum capacity for 10 children and adolescents per unit, in which at least one person or couple works as a resident educator/caregiver – in a house that is not their own – providing care to a group of children and adolescents away from family life.

According to the results of the survey "Reception Unit and Welcoming Families" produced by the National Council of Justice (CNJ) with the support of the United Nations Development Program (UNDP), released at the Seminar of the National Pact for Early Childhood, there are 6,276 Reception



Units for Children, Adolescents and Youth in Brazil. In Paraná there are 110 welcoming units, which has made the state a leader in the work of welcoming children and adolescents in situations of social vulnerability, 432 children and adolescents are being served throughout the state.

3 THE IMPORTANCE OF WELCOMING INSTITUTIONS

Protection measures can be conceptualized as measures that seek to protect children and adolescents whose rights have been violated or who are at risk. They are means made available to professionals responsible for the protection of minors, especially guardianship counselors and the Judicial Authority, to ensure the rights of the child and adolescent population (AMIN, 2019, p. 800). The situations that justify the application of protection measures are provided for in article 98 of the ECA:

Art. 98. The measures for the protection of children and adolescents are applicable whenever the rights recognized in this Law are threatened or violated:

- I - by action or omission of society or the State;
- II - for fault, omission or abuse of parents or guardians;
- III – due to his conduct (BRASIL, 1990).

In this context, when any of the above situations are present, protection measures should be applied in order to ensure, above all, the restoration of the full exercise of the right of the child and adolescent. These measures should not be understood as punishment or punishment, nor do they have the character of mitigating the legal responsibility of those who are causing harm to children and adolescents (CURY; SCOTT; VERONESE, 2018, p. 645).

According to Sarmiento (2008), we come to consider that [...] children integrate a social category, childhood, but build subjectivation processes within the framework of the symbolic construction of their life worlds, establishing interactions with adults that lead them to reproduce societal cultures and recreate them in peer interactions (p. 31).

However, although the protection measure Institutional Reception has a provisional and transitory character, in practice what is seen, for some children and adolescents, is the welcoming institution as a true space that represents housing more than a merely temporary home (MARTINEZ; Smith, 2008, p. 115).

Although the Welcoming Units have as their fundamental objective the guarantee of the rights of children and adolescents, this experience leaves important marks on the development of these individuals. The withdrawal of the child from family life to a foster care institution is quite painful, because it is not expected psychologically and socially that they stop living prematurely with their closest relatives, even if they have caused them harm. When referred to foster care institutions, children and adolescents bring with them a baggage of neglect, maltreatment, and potentially traumatic previous



experiences. The impact of these forms of violence constitutes serious risks to development, both intellectual and emotional, with repercussions in the later stages of life. For Corsaro (2011), children are responsible for their childhoods and, therefore, have a bilateral social participation: they affect and are affected by society. With this same conviction, Qvortrup (2010, p. 634) defends childhood as a social structure and talks about the demand for granting visibility to childhood and voice to children, that is, "dealing with childhood and children by themselves, without necessarily having to make reference to their future."

The foster homes, together with all the people who work there daily, strive to make possible the modification of the painful experiences implicit in the trajectories lived, through the establishment of new bonds, with the social caregivers and with the other children welcomed. In this way, welcoming has the capacity to make the space of the institution, a facilitating space capable of promoting the resignification of primordial relationships, as well as providing the construction of new significant affective relationships with dimensions different from those experienced outside it. It is necessary to mention the importance of the role of the institution in the development of the protected, since it passes, albeit temporarily, significant periods of their growth and childhood in the entity. Allied to the work of social caregivers, the host institutions have a specialized technical team, commonly composed of social workers, psychologists and pedagogues who in a multidisciplinary and integrated way, each in their area of activity, contribute to promote the guarantee of the rights of children, adolescents and young people and their well-being. In addition, this team has the partnership of institutions and professionals from various areas that can assist in healthy emotional development, such as clinical psychologists and psychiatrists, for example.

The entire network of support and protection for these children always aims to act in their best interest. So that even if they have suffered excessive damage, they can have the chance to minimize their sufferings, which leave marks not only on their bodies, but mainly on their psyche, in addition to the elaboration of their losses, and a chance for healthy growth and development. When focusing the project on the adolescent public we need a series of precautions when planning workshops and lectures aimed at this audience, because it is a stage in life that the young person goes through several changes. "It is a crucial moment of reorganization of the identity of the young in which there is the modification of the image of himself, of the most intimate relationships, of the recognition of his place in the world and of a horizon in his own development" (TARDELLI, 2010 p.71). For this we have formed partnerships with the nuclei within UTFPR - Apucarana that can give us support in the area of social assistance and in the area of health.

Given the information presented, the Sintonia do Bem Project came to help in this process of preparation to start a life more autonomously, contributing to this personal growth, making it lighter and more affectionate.



4 TUNING FOR GOOD

The Sintonia do Bem Project was created to meet the demand of institutions external to UTFPR – Federal Technological University of Paraná – Apucarana campus. Initially two social institutions partner with UTFPR, they are CEPES – Centro Para o Resgate, Vida e Esperança, a social entity with activities of associations for the defense of social rights, and CASA LAR, a shelter with a structure focused on the care of adolescents with special needs. These social entities work with adolescents, so according to Law No. 12,435, of July 6, 2011, "social assistance entities and organizations are considered to be those non-profit entities and organizations that, alone or cumulatively, provide care and advice to the beneficiaries covered by this Law, as well as those that act in the defense and guarantee of rights."

These entities have the character of assistance to people, whose objectives are:

- I - social protection, which aims to guarantee life, reduce harm and prevent the incidence of risks, especially: a) the protection of the family, maternity, childhood, adolescence and old age; b) support for needy children and adolescents; (c) the promotion of integration into the labour market; d) the qualification and rehabilitation of persons with disabilities and the promotion of their integration into community life; and e) the guarantee of one (1) minimum monthly benefit wage to the disabled person and the elderly who prove that they do not have the means to provide for their own maintenance or to have it provided by their family;
- II - the socio-assistance surveillance, which aims to analyze territorially the protective capacity of families and in it the occurrence of vulnerabilities, threats, victimization and damage;
- III - the defense of rights, which aims to guarantee full access to rights in the set of social assistance provisions.

Casa Lar is an entity that performs the reception service for young people up to 18 years old, where basic protection and care services are provided to those who have been removed from family life due to abandonment or impossibility. At Casa Lar the young people receive housing, food, protection, hygiene and clothing. The Sintonia do Bem Project was created thinking about the demand of this institution, initially, which came to us so that we could develop suitcases so that young people, when they reached the age of leaving the house, could carry their belongings in a more humane way, because these were placed in cardboard boxes or garbage bags.

CEPES is an entity that is focused on the National Policy of Social Assistance, serves adolescent girls of 10 and 18 incomplete years in a situation of risk and social vulnerability, girls are in a space of coexistence in the counter shift of the school, where courses, workshops, pedagogical and recreational activities are held.

When we think about serving adolescents who are in a social entity, we are working with young people who are in a situation of social and economic vulnerability. Often, these adolescents do not have knowledge of another reality, such as the academic one for example, making this exchange of contact between university students and these young people can make them feel that they can aspire to another universe to which they are not accustomed.



The project has developed its activities in partnership with these entities since 2021, the students of the Superior Course of Technology in Fashion Design of the Federal Technological University of Paraná act actively applying the knowledge acquired in the disciplines, both in the development of fashion products that are intended for adolescents, as well as in extension events through workshops and lectures. These actions stimulate the engagement of the students of the Fashion Course with social issues and bring social entities closer to the community.

By being part of the extension events we believe that these young people can become aware that they can have a higher education, and still get technical and intellectual skills to change their life history and their social situation. And yet, we can promote sustainable awareness by bringing a new perception of ideas through the events offered.

5 METHODOLOGY AND PROCEDURES

The methodology used was applied research, where the project was developed considering the presentation of needs of the Social Entities of Apucarana-PR that can be solved through the domains of Fashion Design. The technique used was research – action, which with the partnership signed with the Social entities were the development of stages and schedule of workshops that would meet the possible demands. Throughout this process, the following workshops were developed:

Table 1- Workshops Developed in the Sintonia do Bem Project

Workshops	Description of the procedure
Making of backpacks and necessaires.	After the approval of the prototypes, 19 backpacks and 25 necessaires in total were made.
Baggage making	After the approval of the prototype, a total of 16 suitcases were made.
Computer science	The workshop was held once a week, the contents taught during the workshop were word, excel, canva and pinterest.
Making of Reusable Absorbents	After the approval of the prototype, 50 were made in total
Essential Menstruation	Applied Workshop with the girls of CEPES dealing with topics of menstrual education, through a stigma-free dialogue, based on scientific evidence that contemplates the full range of information for the care of menstrual health and well-being of people who menstruate.
Textile Printing	The workshop aimed to dye T-shirts with multicolored paints with the tie dye technique.
Creativity Workshop	Teaching some techniques used in the Fashion course to have ideas and inspirations in certain areas, or for certain tasks, through images, clippings and research the students could develop their own ideas and materialize them in a panel which we call the semantic panel
Fashion Photography Workshop with mobile phone	Know some techniques used when we take a photo for social networks or simply to save.
Fashion Conversation Wheel	The students took from the project photos and works carried out within the university for the girls, and it was also explained how the performance in the labor market of a Fashion Designer takes place and the range of activities that can be acted.
Ecobags Workshop	From fabrics donated by companies were made 30 ecobags that were customized by the girls of CEPES



All workshops were taught by UTFPR volunteer students as a university extension practice and supervised by the professors of the Fashion Design course.

5.1 ECOBAGS PRODUCTION PROCESS

Fashion product development goes through a process that transitions between planning, creating and designing a solution in response to a need that is intended to be met. Pondering the direction of new approaches in this area, in which the physical and psychic needs of the consumer are integrated into their movement.

Rech (2002) declares fashion product as any element or service that combines the properties of creation, quality, wearability, appearance and price, from the desires and desires of the market segment to which the product is intended.

Baxter (1998) states that the designer will have to outline a conduct of organization and articulation of decisions to guide the development and realization of the product development process.

For Montemezzo (2003), the development of fashion products is characterized by a chain of operations of thought, which can occur successively countless times, followed by analysis, synthesis and evaluation:

Guidelines for the design of fashion products:



Fases do projeto	Organização do pensamento	Ações
PREPARAÇÃO	Identificar um problema a ser resolvido	Identificar comportamentos humanos que sinalizem a demanda por produtos de moda.
	Conhecer melhor o problema	Coletar dados sobre estes comportamentos
	Definir os limites do problema e os objetivos básicos do projeto	Definir a necessidade a ser atendida através de produtos de moda, definindo o Problema de <i>Design</i> de Moda.
	Abastecer a mente com informações envolvidas na busca por soluções	Coletar dados sobre o público a ser atendido, conhecer as suas necessidades práticas e estético-simbólicas. Pesquisar tendências socioculturais, de moda, materiais e tecnologias que se vinculem com o universo do público-alvo e da empresa.
	Definir o caminho para chegar à solução	Delimitar as especificações do projeto Delimitar o conceito <i>gerador</i> , o qual define os princípios funcionais e de estilo do produto ou conjunto de produtos Sintetizar o conceito em referências de linguagem visual
GERAÇÃO	Usar os canais de expressão para gerar possibilidades de solução	Gerar alternativas de solução do problema (<i>esboços/desenhos, estudos de modelos</i>) Estudos de configuração, materiais e tecnologias
AVALIAÇÃO	Avaliar a coerência das propostas geradas com o Caminho definido	Avaliar as alternativas, de acordo com o conceito gerador e as especificações do projeto
	Selecionar a proposta mais coerente, de acordo com o caminho definido e os objetivos delimitados	Selecionar a alternativa (ou alternativas) coerente com o conceito gerador e especificações do projeto
CONCRETIZAÇÃO	Elaborar a proposta, detalhando-a e estudando a sua viabilidade através de experimentações	Detalhar a configuração do produto (ou produtos) selecionado (<i>deseños técnicos</i>)
		*Desenvolvimentos tridimensionais para experimentações
		Avaliações de caimento, conforto, usabilidade, impacto ambiental e custo Corrigir eventuais inadequações
DOCUMENTAÇÃO PARA PRODUÇÃO	Especificar e documentar detalhes técnicos de produção	Confecção de Ficha-técnica definitiva
		*Confecção de Peça piloto

Source: Montemezzo (2003), p. 88.

The volunteer students followed Montemezzo's precepts to develop a two-dimensional ecobag mold. Then, they made a prototype to analyze possible corrections and use it as a model. For the making of the handles of the ecobags were made cuts in the available fabrics and also meat, material commonly used in the manufacture of caps. With all the materials ready, the volunteers of the project dedicated themselves to the production of 30 ecobags.

After the completion of the ecobags, the volunteers delivered them to CEPES. At this time, the student volunteers also held a customization workshop, in which participants could modify or create something according to their personal preferences.

The entire production process of the ecobags, from the development of the mold to the completion of this stage with the delivery of the ecobags and customization workshop, were carried out by six volunteer students, under the supervision of teachers of the Fashion Design Technology course.



Photo 1: Made ecobags



Photo 2: Ecobags being customized



6 FINAL CONSIDERATIONS

Through this project, these people in vulnerable conditions receive support, affection and attention, which makes all the difference in their lives. In addition, volunteering provided an enriching exchange of experiences, allowing participants to get in touch with different realities and cultures.



However, in order for the project to reach even more institutions and impact a greater number of people, the commitment and willpower of the academic community is fundamental. It is necessary that more servers, faculty and students join this noble cause, donating some of their time and energy to help those who need it most. Volunteer work is not only about being a transforming agent in the lives of others, but also brings numerous benefits to those who get involved, because through this experience they acquire new skills, develop empathy and compassion, and learn to value the little things in life, However, nothing compares to the gratitude and happiness stamped on the faces of those who are helped.



REFERENCES

TARDELLI, Denise D'Aurea. Identidade e adolescência: expectativas e valores do projeto de vida. *Revista Eletrônica Pesquiseduca* v.2, n. 3, jan.-jun. 2010. Disponível em: <https://periodicos.unisantos.br/pesquiseduca/article/view/76> Acesso em 16/08/2021

ODS – OBJETIVOS DE DESENVOLVIMENTO SUSTENTÁVEL. Indicadores Brasileiros para os Objetivos de Desenvolvimento Sustentável. 2021. Disponível em: <https://odsbrasil.gov.br/>. Acesso em: 10 de Ago 2021.

GIL, Antonio Carlos. *Como elaborar projetos de pesquisa*. 5. ed. São Paulo: Atlas, 2010.

Corsaro, W. A. (2011). *Sociologia da infância* (2^ª ed.). Porto Alegre: Artmed.

Qvortrup, J. (2010). A infância enquanto categoria social. *Educação e Pesquisa*, 36(2), 631-643. doi: 10.1590/S1517-97022010000200014

Sarmento, M. J. (2008). Sociologia da Infância: correntes e confluências. In M. J. Sarmento & M. C. S. Gouvea (Orgs.), *Estudos da infância: educação e práticas sociais* (pp. 17-39). Petrópolis: Vozes.

BRASIL. Estatuto da Criança e do Adolescente: Lei Federal nº 8069, de 13 de julho de 1990. Rio de Janeiro: Imprensa Oficial, 2002. BRASIL

AMIN, Andréa Rodrigues et al. *Curso de direito da criança e do adolescente: aspectos teóricos e práticos*. 12. ed. São Paulo: Saraiva Educação, 2019. Coordenação: Kátia Regina Ferreira Lobo Andrade Maciel

ARAÚJO JUNIOR, Gediel Claudino de. *Prática no Estatuto da Criança e do Adolescente*. 3. ed. São Paulo: Atlas, 2018.

VERONESE, Josiane Rose Petry; SILVEIRA, Mayra; CURY, Munir (Org.). *Estatuto da idem: Comentários jurídicos e sociais*. 13. ed. São Paulo: Malheiros, 2018.

MARTINEZ, Ana Laura Moraes; SILVA, Ana Paula Soares. O momento da saída do abrigo por causa da maioridade: a voz dos adolescentes. *Centro de Investigações do Desenvolvimento Humano e Educação Infantil. Psicologia em Revista*, Belo Horizonte, v. 14, n. 2, 2008. Disponível em: <http://pepsic.bvsalud.org/pdf/per/v14n2/v14n2a08.pdf>.

BAXTER, M. *Projeto de Produto. Guia prático para o design de novos produtos*. 2^a ed. rev. São Paulo: Blucher, 2000

RECH, Sandra Regina. *Moda: por um fio de qualidade*. Florianópolis: Udesc 2002. 133p.

SANCHES, Maria C. de F. *Projetando moda: diretrizes para a concepção de produtos*. In: PIRES, Dorotéia B. (Org.). *Design de Moda: olhares diversos*. São Paulo: Estação das Letras e Cores Editora, 2008.

MONTEMEZZO, Maria C. F. S. *Diretrizes metodológicas para o projeto de produtos de moda no âmbito acadêmico*. 2003. Dissertação (Mestrado em Desenho Industrial) – Faculdade de Arquitetura, Artes e Comunicação, Universidade Estadual Paulista, Bauru 2003.

http://www.planalto.gov.br/ccivil_03/_Ato2011-2014/2011/Lei/L12435.htm#art1



<https://ibdfam.org.br/noticias/9634#:~:text=Na%20rede%20socioassistencial%2C%20o%20n%C3%BAmero,%2C%20para%206.276%2C%20em%202020.> Acesso em 20/06/2023

<https://www.gov.br/mds/pt-br/acoes-e-programas/assistencia-social/unidades-de-atendimento/servicos-de-acolhimento-para-criancas-adolescentes-e-jovens> acesso em 20/06/2023

<https://www.fazendohistoria.org.br/servicos-de-acolhimento-no-brasil> acesso em 20/06/2023

<https://www.cnj.jus.br/1-3-das-criancas-que-vivem-em-abrigos-tem-ate-6-anos-de-idade/> acesso em 20/06/2023

<https://www.aen.pr.gov.br/Noticia/Parana-e-o-Estado-com-mais-unidades-de-acolhimento-familiar-do-Pais#:~:text=O%20servi%C3%A7o%20de%20acolhimento%20familiar,em%20situa%C3%A7%C3%A3o%20de%20vulnerabilidade%20social.> Acesso em 20/06/2023